STANDARD I: Institutional Mission and Effectiveness
STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

I.A. MISSION

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

I.A.1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

I.A.2. The mission statement is approved by the governing board and published.

I.A.3. Using the institution’s governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

I.A.4. The institution’s mission is central to institutional planning and decision-making.

DESCRIPTIVE SUMMARY

The Los Angeles Mission College Mission Statement as listed in the 2012-2013 College Catalog states: (I.A-1)

Los Angeles Mission College is committed to the success of our students. The College provides accessible, affordable, high-quality learning opportunities in a culturally and intellectually supportive environment by

- Ensuring that students successfully transfer to four-year institutions, prepare for successful careers in the workplace, and improve their basic skills
- Encouraging students to become critical thinkers and lifelong learners
- Providing services and programs that improve the lives of the diverse communities we serve.

The current Mission Statement was approved by the Board of Trustees October 17, 2012 (I.A-2). The College's mission is central to institutional planning and is integral to the Strategic Master Plan, Educational Master Plan, Strategic Enrollment Management Plan, Technology Master Plan, Human Resources Plan, and Facilities Plan as well as to the Program Review process. Los Angeles Mission College (LAMC) reviews its Mission Statement on a regular basis at its annual College Council Retreat.
The former Mission Statement was approved by the College and Board of Trustees in 2006. Changes to the previous Mission Statement were proposed in 2010; however, the majority of respondents to a campus wide survey indicated they preferred the original statement and no changes were made (IA-3). In 2012 the Mission Statement was revised and updated to reflect the current and projected environment in which LAMC operates.

The recent revisions to the Mission Statement emerged from a series of discussions by representatives from all sectors of the College during 2012. Changes were proposed to define more clearly the intended population and the educational mission of the College. Discussions about the proposed changes took place in a wide range of venues including College Council, the Academic Senate, Town Hall meetings, and the Educational Planning Committee. Based on these discussions, alternate versions of the Mission Statement were developed. In March and July 2012, two surveys with alternate versions of the Mission Statement were sent to all faculty, staff, and students. As a result of the survey responses, the Mission Statement was updated to its current form.

The present-day Mission Statement underscores the College’s commitment to student learning and success by offering high-quality programs and services that support students in achieving their educational and personal goals. The aim of sustaining a “culturally and intellectually supportive environment” reflects LAMC’s sensitivity to the unique challenges of its student population, which is comprised of a high percentage of low-income, first-generation college students from historically underrepresented groups. The Mission Statement identifies transfer to four-year institutions, preparation for successful careers in the workplace, and improvement of basic skills as the three core components of the College’s mission. The statement also reflects LAMC’s commitment to fostering critical thinking skills and lifelong learning. The College’s intended population is defined as the “diverse communities we serve” to recognize the changing nature of LAMC’s student body.

The College Mission Statement is aligned with the Mission Statement of the Los Angeles Community College District (LACCD). The primary goal of the District Mission Statement is to expand educational opportunities to the many diverse communities it serves through its nine colleges. It also identifies transfer, workforce development, essential skills, and lifelong learning as central to its mission. The District Mission Statement states:

In an era of civic renewal, economic change, and cultural revitalization that is unprecedented in the history of Los Angeles, we—faculty, staff and administrators of the nine Los Angeles community colleges—dedicate ourselves to the goal of expanding access to educational opportunity across the many diverse communities that contribute to greater Los Angeles. We serve all Angelenos by providing an unparalleled array of educational offerings, including programs that prepare students for successful careers, for transfer to four-year colleges and universities, for the improvement of essential life and workplace skills, and for civic engagement and lifelong learning. To achieve this mission, we strive to create supportive instructional environments that challenge students to meet rigorous academic standards, to become active, self-directed learners, to develop critical and creative habits of mind and to develop an abiding appreciation for other peoples and cultures (I.A-5).
Los Angeles Mission College provides educational programs and a wide range of support services to ensure student success. The educational programs that are offered by Los Angeles Mission College include:

A. Transfer Education
B. Career Technical Education
C. General Education
D. Transitional Education (basic skills, remedial education, English as a Second Language)
E. Community Education (Suspended Spring 2012)
F. Joint Programs (collaborations with business, labor, education, government, etc.)

Student Support Services and other programs available to serve LAMC students include:

• Assessment and Orientation Program
• Associated Students Organization
• California Work Opportunity and Responsibility to Kids (CalWORKs)
• Child Development Center
• Counseling
• Disabled Students Programs and Services (DSP&S)
• Extended Opportunity Programs and Services (EOP&S)
• Financial Aid and Scholarships
• Foster/Kinship Care Programs
• Health and Fitness Center
• Health Center
• Honors/Transfer Alliance Program
• International Student Services
• Intercollegiate Athletics
• Learning Resource Center Tutorial Services
• Math Center
• Title III STEM (Science, Technology, Engineering, Math) Program
• Title V ISSA-HSI (Improving Student Success and Access-Hispanic Serving Institution) Program
• Specially Funded Programs
• Student Store
• Transfer and Career Center
• Veterans Affairs Center

Los Angeles Mission College’s Mission Statement is the foundation for institutional planning and serves as a guide for the College Strategic Master Plan (SMP) and master plans. LAMC’s commitment to student learning has been reaffirmed by the development and approval of the revised Educational Master Plan (EMP) 2010-2015 (I.A-6). This process was faculty driven and the result of college wide dialogue with broad participation.

Student learning has been and continues to be the focus of the College as further evidenced by the development of Institutional Learning Outcomes in 2004 and the development and
assessment of Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), Institutional Learning Outcomes (ILOs), Administrative Unit Outcomes (AUOs) and Service Area Outcomes (SAOs) from 2007 to the present. This commitment to student learning is consistent with LAMC’s Mission Statement and goals.

The Strategic Master Plan (I.A-7) supports and develops the direction given by the Mission Statement. LAMC's shared governance committees are charged with enacting the vision and goals embodied in the Strategic Plan and the Mission Statement. In addition, of specific importance to instruction are the Council of Instruction, Curriculum Committee, and all subcommittees of the Academic Senate that develop policy, approve courses and programs, and evaluate the instructional side of the College. The Student Support Services Committee plays a similarly important role overseeing the support services the College provides.

Program Viability is an additional tool for ensuring that LAMC’s programs and services are well suited to serve the student population. The LAMC Program Viability Policy (IA-8) provides a process for establishing new programs, discontinuing programs that are no longer viable, and modifying programs to improve performance to meet student needs.

**SELF EVALUATION**

The current Mission Statement addresses the main educational purposes of the College and emphasizes the importance of student learning and student success. It stresses providing services and programs that improve the lives of the diverse communities served by the College. The Mission Statement review process has prompted broad-based and spirited discussions during a period of declining resources about institutional priorities and the definition of the College's intended population.

In spring 2012 two separate revised versions of the Mission Statement were proposed after extensive campus wide dialogue. The College administered three separate surveys to gather data and feedback from its constituents about the proposed revisions to the Mission Statement. Respondents were asked to select the version of the revised Mission Statement they preferred. As can be seen in Figure 1, the students, faculty, and staff preferred by substantial and very similar margins Version 1 of the Mission Statement, which was subsequently adopted.
The current Mission Statement (Version 1) was presented to the Academic Senate and formally approved by the College Council and the Board of Trustees in fall 2012. Since its adoption, the newly revised Mission Statement has been disseminated widely by posting it in most classrooms, on the College Web site, and publishing it in the College Catalog.

The most intensely debated part of the revision to the Mission Statement was the definition of the College’s intended population. The revised Mission Statement defines the College’s intended population more broadly from its “immediate community” in the previous statement to “diverse communities.” One reason for this modification was to reflect more accurately the changing population served by the College. With the increased mobility of students and growth in online offerings, LAMC’s population base is broader than it used to be. During the period from 2000 to 2011, there have been significant changes in the characteristics of the College’s student population. Some of these changes are listed below: (http://research.laccd.edu/student-characteristics/index.htm).

- Online student participation, including hybrid classes, increased from 1.2% to 6.9%
  - The ethnic/racial demographics of current online students are 50.5% Hispanic, 21.5% White, 8.5% Black, 8.9% Asian, and 9.5% other
- Students are younger:
  - Students under 20 increased from 13% to 23%
  - Students between the ages 20-24 increased from 18% to 36%
  - Students over 35 decreased from 39% to 17%
INTRODUCTION

Los Angeles Mission College is currently serving a growing student population through its facilities and programs. In 2001, 2003, and again in 2008, voters approved three separate bond measures—Proposition A, Proposition B, and Proposition C—to provide funding for the growth and improvement of the College. In addition, the College has completed the construction of the Media Arts Center, which is approximately 30 percent complete. The College is responsive to the changing needs of the communities it serves. The recently revised Mission Statement reflects these changes in the diversity of the College student population. The College has established student learning programs and services that are aligned with the institution’s purpose and character and meet the needs of its student population. The Educational Master Plan supports the core educational goals of the Mission Statement. Ongoing evaluation and assessment through Program Review and the implementation and assessment of Institutional Learning Outcomes, Program Learning Outcomes, and course Student Learning Outcomes assures the College that the purpose and character of the institution are maintained and that the needs of the student population are served effectively.

ACTIONABLE IMPROVEMENT PLAN

No recommendations at this time.
STANDARD I.B: IMPROVING INSTITUTIONAL EFFECTIVENESS

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

1.B.1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

DESCRIPTIVE SUMMARY

Los Angeles Mission College engages in ongoing collegial, self-reflective dialogue about continuous improvement of student learning and institutional processes. One method that LAMC uses for providing opportunities for dialogue and improvement is the Program Review process. The quality of LAMC’s programs is evaluated through the annual and comprehensive (every three years) Program Review process which is integrated with budget development to assess and secure appropriate resources. The 2011-2012 year marks the fifth year that the present Program Review planning process has been in full operation. In the comprehensive Program Review process, each unit’s objectives and resource requests must advance College goals. These goals include the development and assessment of Student Learning Outcomes as part of an ongoing cycle of instructional improvement. Institutional research is utilized to develop Program Review goals and objectives, validate curriculum offerings, assess Student Learning Outcomes, and make improvements as needed. Curriculum quality is continually assessed and monitored by teaching faculty, department chairs, academic deans, the Vice President of Academic Affairs, the Educational Planning Committee, the Curriculum Committee, and the Academic Senate.

As part of the Program Review process, the Educational Planning Committee (EPC) and Student Support Services Committee review both internal and external data provided by the Office of Institutional Effectiveness to assess whether the programs and services offered by the College address the needs of LAMC’s student population. The internal data examined includes degrees and certificates awarded, math and English placement scores, retention and success rates, weekly student contact hours (WSCH), full-time equivalent faculty (FTEF), full-time equivalent students (FTES), section counts, average class size, transfer rates, curriculum status, Student Learning Outcome and assessment status, number of students served, and other information. The external data includes projections about changes in the demographics in LAMC’s service area and anticipated trends in employment opportunities. The Strategic Enrollment Management Committee also reviews, analyzes, and evaluates internal and external data and trends to guide the scheduling of classes to serve students' needs.
The construction of the new Center for Math and Sciences provides an example of the link between the Program Review process, institutional planning, and allocation of resources. The Life Sciences and Physical Sciences Departments documented the need for additional laboratory facilities and full-time faculty through the Program Review process. The building of a new Center for Math and Sciences was subsequently included and approved in 2009 as part of the Bond Measure J Project List. In the fall of 2012, the Center for Math and Science opened with 12 new labs and 22 classrooms. Due to the high demand for math and science classes, the College hired three full-time tenure track professors for the life science, chemistry, and geography disciplines in 2011-2012. The previous Academic Year, 2010-2011, the College hired three full-time tenure track mathematics professors.

The Educational Master Plan process is additional evidence of ongoing dialogue about improving student learning. The purpose of the 2010-2015 Educational Master Plan (EMP) (I.B-1) is to guide improvement of educational attainment and student success at the College, specifically in regard to student learning and student success. The current EMP was developed by a subcommittee of the Educational Planning Committee (EPC) using the 2005-2010 Educational Master Plan as a starting point. The subcommittee included members from all constituent groups of the College and working groups were developed to discuss each section of the previous plan including future assumptions, goals and actions items, and history of the College. The major focus of the plan is to guide the College to improve educational opportunities for its students by providing specific goals, objectives, and action items with identified responsible parties and a timeline for implementation. These items are reviewed annually by the EPC and other campus groups such as the Career Technical Education (CTE) Committee, Strategic Enrollment Management Committee, and the College Council. The goals of the 2010-2015 Educational Master Plan are listed below.

1. Ensure student recruitment, retention, and success.
2. Efficiently allocate resources to provide quality programs and courses that meet student needs.
3. Assess and modify educational programs, disciplines, and courses to promote student learning and maintain appropriate academic standards.
4. Improve students’ success in earning certificates and degrees, continuing their education, seeking employment, and attaining personal goals.

Further evidence that Los Angeles Mission College maintains an ongoing, collegial, self-reflective dialogue about the continuing improvement of student learning can be found in the minutes of shared governance committee meetings including the Educational Planning Committee, Budget and Planning Committee, Professional and Staff Development Committee, Technology Committee, Facilities and Planning Committee, and Student Support Services (See Chart 1 and I.B.23). These committees meet regularly and report to College Council and the Academic Senate. Additionally, all of these committees have Associated Students Organization (ASO) representatives who report back to the ASO. These committees discuss a wide range of issues related to student learning and institutional processes.
The Shared Governance Task Force (SGTF) was established by the College Council in May of 2007 to oversee the shared governance committees. It is composed of the co-chairs of the six shared governance committees and meets monthly. Each shared governance committee prepares an annual self-evaluation, and the task force conducts an additional external evaluation of each committee. At the end of each year, the task force conducts a review of the shared governance committees’ effectiveness (I.B-2). Based on this review, the SGTF prepares a final report which consists of commendations on the effectiveness of each committee and recommendations. These reports are submitted to College Council and posted on the Shared Governance Task Force Web site.

Classified staff participates in shared governance through representation on shared governance committees, Town Hall meetings, the College Council Retreat, and Classified Day in the fall of each year. The Office of the President hosts quarterly forums for staff to obtain information on College activities and to share information on College and shared governance activities.

Faculty evaluations provide another forum for discussions about improvement in student learning at LAMC. The faculty evaluation process ensures that high quality of instruction and counseling services are provided.
SLO assessment is an additional means by which LAMC dialogues about its progress and improvement. Progress on Student Learning Outcomes (SLOs) is assessed both through the Program Review process and the online SLO management system. In 2012 the SLO management system was linked to the Program Review system so that any SLO Resource Allocation Request automatically appears in the annual Program Review. For example, if purchases of equipment or other supplies are needed to help students achieve a Student Learning Outcome, and are requested in the online SLO assessment system, they will automatically become part of the resource requests in the Program Review system.

In February of 2012, a full-day Assessment Retreat was held at the College to provide an opportunity for faculty, administrators, Student Service representatives, and student representatives to discuss and assess the College’s progress in achieving its Institutional Learning Outcomes (ILOs), Program Learning Outcomes (PLOs), course Student Learning Outcomes (SLOs), Service Area Outcomes (SAOs), and Administrative Unit Outcomes (AUOs). Over 100 people attended this retreat (I.B-3). Data from the Fall 2011 ILO Assessment Survey (I.B-4) was discussed in addition to the following areas:

1. How well students are achieving LAMC’s ILOs, PLOs, SLOs, SAOs, and AUOs
2. Improvements that have been made
3. Plans for completing assessments
4. Plans to implement recommendations for improvement
5. Plans for additional assessments and posting on the online SLO system

Since 2009, all Course Outlines of Record (CORs) and all syllabi identify course SLOs and how they will be assessed. The College Institutional Learning Outcomes are published in the College Catalog and the LAMC Web site. They also are linked to assessment of program and course outcomes through the online SLO management system and Program Review. Additionally, Program Learning Outcomes are listed in the 2012-2013 College Catalog.

Other forums where discussion about student learning occurs include the annual Fall Flex Day, department meetings, College Council Retreats, Essential Skills Committee, Achieving the Dream (AtD) core and data teams, the Career and Technical Education Committee and advisory committees, and the Professional and Staff Development Committee. Dialogue regarding the performance of programs occurs at several levels including Council of Instruction, Academic Senate, Curriculum Committee, Strategic Enrollment Management Committee, College Council, Career Technical Education Committee, and Program Review presentations to the Educational Planning Committee and the Student Support Services Committee.

Another major effort to assess the progress of the institution is through the Annual Effectiveness Report created by members of the President’s Office in conjunction with the Information Systems Manager. This report is reviewed by the College Council and shared with faculty, staff, students, and external constituencies. It is presented annually to the
Board of Trustees to assess the College’s progress toward its Strategic Plan goals and its performance indicators (student success, retention, and persistence). The Effectiveness Report utilizes data from the annual Accountability Report for Community Colleges (ARCC) that compares student success state wide and within comparable cohort colleges (I.B-5).

**SELF EVALUATION**

LAMC engages in ongoing, collegial, and self-reflective dialogue about continuous improvement of student learning and its institutional processes. Since the last self study in 2007, the College has significantly strengthened its Program Review process by developing an online system which provides a wealth of data that facilitates the assessment of its instructional programs and services. The online Program Review system is integrated with the online SLO assessment system, the Electronic Curriculum Development (ECD) system, Institutional Effectiveness data, and LAMC budget information. Every year up-to-date data is imported into the online Program Review system. This information enables department chairs, directors, and administrators to plan for the upcoming academic year by analyzing and evaluating the performance of their programs and services and to submit requests for resources that support college goals.

The College has also developed a robust shared governance structure that supports its efforts to maintain meaningful dialogue and engage in integrated planning. Six shared governance committees with representation from all campus constituents meet on a regular basis (usually monthly) and report to College Council and their constituent groups. College Council and the shared governance committees are involved in the development of all the College’s major planning documents such as the Strategic Master Plan (College Council), Educational Master Plan (EPC), Technology Master Plan (Technology Committee), Facilities Master Plan (Facilities Committee), and Student Services Master Plan (Student Support Services Committee). In addition to shared governance committee meetings, the College President holds regular consultation and Town Hall meetings to communicate with the campus community. Finally, meaningful dialogue about academic and professional matters and working conditions takes place at regular meetings of the Academic Senate, Council of Instruction, and the collective bargaining units.

Progress in the development and assessment of SLOs has been significant. All active courses, certificates, and programs have Student Learning Outcomes and have assessed at least one outcome with subsequent improvements in instruction and curriculum. Additionally, the College has made considerable strides in assessing its Institutional Learning Outcomes. A student survey was conducted in fall of 2011 (I.B-7) about Institutional Learning Outcomes and the results were discussed at an Assessment Retreat in February 2012. In the fall of 2012, additional assessments were conducted for each of the seven ILOs. Service Areas Outcomes (SAOs) for all student support areas and Administrative Unit Outcomes (AUOs) have been established and at least one outcome has been assessed for each. Assessments of SAOs and AUOs are reported and documented through the Program Review process. In addition, Student Support Services have their own Web page (http://www.lamission.edu/sssc/SAO.aspx) listing their SAOs, assessment plans, and reports.
The College has made a concerted effort to sponsor and conduct retreats, workshops, and numerous activities such as the Faculty Academy (I.B-6), primarily for new faculty, to focus on improving student learning and strengthening institutional effectiveness.

In fall of 2011, LAMC conducted a faculty and staff survey to assess their opinions and perceptions related to college programs and services, institutional effectiveness, planning, governance, student learning, and dialogue. The survey was administered online and 158 faculty and staff responded. Table 1 summarizes responses pertinent to this standard.

<table>
<thead>
<tr>
<th>Survey Questions</th>
<th>Strongly Agree or Agree (%)</th>
<th>Disagree/Strongly Disagree (%)</th>
<th>Not Applicable (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The College provides data that is both relevant and understandable for effective program decision-making in my area.</td>
<td>68</td>
<td>13</td>
<td>19</td>
</tr>
<tr>
<td>2. Instructional planning results in on-going, self-reflective continuous improvement.</td>
<td>67</td>
<td>14</td>
<td>19</td>
</tr>
<tr>
<td>3. I have had the opportunity to provide input to Mission College's development of learning outcomes.</td>
<td>68</td>
<td>8</td>
<td>25</td>
</tr>
<tr>
<td>4. Faculty have an equitable role in governing, planning, budgeting and policy-making bodies.</td>
<td>57</td>
<td>12</td>
<td>31</td>
</tr>
<tr>
<td>5. Classified staff have an equitable role in governing, planning, budgeting and policy-making bodies.</td>
<td>50</td>
<td>13</td>
<td>37</td>
</tr>
<tr>
<td>6. Faculty have an equitable voice in matters relating to educational programs.</td>
<td>60</td>
<td>11</td>
<td>29</td>
</tr>
<tr>
<td>7. Program Reviews are integrated into the overall institutional evaluation and planning process.</td>
<td>64</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>8. Departmental planning and Program Review are tied to resource allocations.</td>
<td>56</td>
<td>12</td>
<td>32</td>
</tr>
<tr>
<td>10. I am aware of Mission College’s Planning Processes.</td>
<td>67</td>
<td>18</td>
<td>15</td>
</tr>
<tr>
<td>11. I feel that I have a voice in the College's Planning Process.</td>
<td>49</td>
<td>27</td>
<td>24</td>
</tr>
<tr>
<td>12. As a member of the Mission College community, I feel empowered to actively participate in creating and implementing innovation.</td>
<td>56</td>
<td>27</td>
<td>17</td>
</tr>
<tr>
<td>13. The institution relies upon its faculty and the Academic Senate for recommendations about student learning and instructional programs and services.</td>
<td>63</td>
<td>9</td>
<td>28</td>
</tr>
<tr>
<td>14. The College President communicates effectively with the constituencies within the College.</td>
<td>72</td>
<td>11</td>
<td>17</td>
</tr>
</tbody>
</table>
The survey results indicate that over two-thirds of faculty and staff agree or strongly agree with the following statements: “The College President communicates effectively with the constituencies within the College” (72%), “The College provides data that is both relevant and understandable for effective decision making in my area” (68%), “I have had the opportunity to provide input to L.A. Mission College’s development of learning outcomes” (68%), and “I am aware of L.A. Mission College’s planning processes” (67%). On the other hand, only 49% feel they have a voice in the College’s planning processes and only 50% strongly agree or agree that classified staff have an equitable role in governing, planning, budgeting, and policy making. As discussed later in Standard I.B.2, an even smaller percentage of students indicate that they know how to provide input into College decisions. These results illustrate that while there is widespread awareness of the College’s planning processes, some individuals do not feel that they have an equitable role or voice in decision making.

**ACTIONABLE IMPROVEMENT PLAN**

See recommendation in Standard I.B.2.

**1.B.2. The institution sets goals to improve its effectiveness consistent with its stated purposes.** The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

**DESCRIPTIVE SUMMARY**

Following the District and College Mission Statements, the Strategic Master Plan (SMP), updated in 2012, identifies six College wide goals which are included in the Program Review and planning process. In addition, the Educational Master Plan (EMP) 2010-2015 identifies four educational goals that are aligned with the Strategic Master Plan goals. The alignment of the SMP and EMP goals is illustrated in Table 2.

The Strategic Master Plan (SMP) describes the goals that the College is planning to achieve over the next five years. The annual review of the Strategic Master Plan at the College Council Retreat in the summer/fall of each year allows the College community the opportunity to update and share progress toward college goals, develop operational plans to achieve those goals, and discuss institutional priorities and challenges. In addition, discussion of the Strategic Master Plan establishes annual focus areas or strategic directions, which guide the Program Review process in the coming year. The current year’s review considered the alignment of the College goals with the goals of the Los Angeles Community College District, the highlights and accomplishments of the past year, and District initiatives, such as Achieving the Dream, Basic Skills, and Student Success.
### TABLE 2
ALIGNMENT OF LAMC’S STRATEGIC MASTER PLAN AND EDUCATIONAL MASTER PLAN GOALS

<table>
<thead>
<tr>
<th>Strategic Master Plan Goals Fall 2011</th>
<th>Educational Master Plan Goals 2010-2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Expand access to educational programs and services.</td>
<td>Ensure student recruitment, retention and success. (SMP Goals 1 and 3)</td>
</tr>
<tr>
<td>2. Refine institutional governance and planning processes and procedures to enhance the delivery of programs and services.</td>
<td>Assess and modify educational programs, disciplines, and courses to promote student learning and maintain appropriate academic standards. (SMP Goals 2 and 3)</td>
</tr>
<tr>
<td>3. Improve quality of educational programs and services.</td>
<td>Improve student success in earning certificates and degrees, continuing their education, seeking employment and attaining personal goals. (SMP Goals 2, 3, 5)</td>
</tr>
<tr>
<td>4. Maintain fiscal stability and encourage a greater focus on revenue enhancement</td>
<td>Efficiently allocate resources to provide quality programs and courses that meet student needs. (SMP Goals 4, 5,6)</td>
</tr>
<tr>
<td>5. Use and allocate innovative technology to improve institutional effectiveness and efficiency.</td>
<td>Efficiently allocate resources to provide quality programs and courses that meet student needs. (SMP Goals 4, 5,6)</td>
</tr>
<tr>
<td>6. Increase community responsiveness and expand business, community and civic partnerships.</td>
<td>Efficiently allocate resources to provide quality programs and courses that meet student needs. (SMP Goals 4, 5,6)</td>
</tr>
</tbody>
</table>

Departments update their Program Review annually to reflect current activities and to make requests for resources that will support the College goals. In addition, resource requests made through the online Student Learning Outcome assessments system are linked to the online Program Review system. Program Review resource requests are submitted to the appropriate shared governance committee for discussion and prioritization (see Chart 2) before being forwarded to the Budget and Planning Committee for consideration and recommendations.
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INTRODUCTION

Los Angeles Mission College is currently located on 33 acres in the community of Sylmar, close to the city of San Fernando in the Northeast San Fernando Valley. The College was established in 1975 and for its first 16 years offered classes in scattered storefronts and leased facilities. In 2007, the College acquired 11 additional acres, which expanded its footprint to its existing size. From humble storefront beginnings in 1975 to today's modern campus, the College has opened the doors to higher education for generations of students. From the beginning, the College has sought to unleash the potential of the community through innovative programs encouraging academic and personal growth. The College provides lower-division general education, associate degree programs, Career Technical Education, certificates, transfer education, basic skills and developmental education, and noncredit instruction, counseling, and community services and education. Over the past 37 years, the College has offered numerous workforce development programs, empowered immigrants through language and citizenship programs, enabled thousands to transition through the continuum of education linking high school, college, and the workforce, and graduated many young people to pursue their potential with classes taught in area high schools. The College strives to stimulate the intellectual, social, and economic development of individual growth through the College's many responsive educational programs. Los Angeles Mission College. More and more students with ever-changing needs pursue knowledge and personal requirements of the programs. In 2001, 2003, and again in 2008, voters approved three separate bond measures—Proposition A, Proposition AA, and Measure J—designed to help the nine Los Angeles Community College District campuses expand and improve aging facilities. Los Angeles Mission College adheres to Proposition AA, and Measure J— designed to help the nine Los Angeles Community College District campuses expand and improve aging facilities. Los Angeles Mission College is currently located on 33 acres in the community of Sylmar, close to the city of San Fernando in the Northeast San Fernando Valley. The College was established in 1975 and for its first 16 years offered classes in scattered storefronts and leased facilities.

LAMC Resource Allocation Approval Path

Determines the facility requests based on Stability and space requirements of the programs.

Facilities Planning Committee (Space Requests)

Determines the over-base requests based on Sustainability and Stability.

Budget & Planning Committee (Over-base Requests)

Reviews, prioritizes and submits resource requests to Budget & Planning and Facilities Planning Committees.

Division Managers (Vice Presidents)

Conducts effectiveness review:
- Program
- Curriculum,
- SLO, PLO Requests facilities or over-base funding.
Develops and evaluates unit plan.

Academic Affairs
Student Services
Administrative Services
President office

Program Review & Resource Allocation Requests

Legend
Resource Requests
Resource Decisions

CHART 2: LAMC RESOURCE ALLOCATION APPROVAL PROCESS
The development of the most recent Technology Master Plan approved in May of 2011 is an illustration of the means by which the College sets goals, measures, and communicates these goals. The Technology Committee, which is composed of faculty, staff, students, and administrators, reviewed the 2008-2010 Technology plan and formulated goals for 2010-2015 (I.B-8). Each constituency sought input from their respective groups to offer a set of goals that would be aligned with the College Mission and the Strategic Master Plan of the College (I.B-9).

The goals of all LAMC master plans and their alignment with the Strategic Master Plan were reviewed at the College Council Annual Retreat on October 12, 2012 (I.B-10). At this retreat the following outcomes were accomplished:

1. Updated and revised the Strategic Master Plan.
2. Reviewed the alignment of the Educational Master Plan, Technology Plan, Strategic Enrollment Management Plan, Human Resources Plan, Facilities Plan, and Student Services Master Plan with the Strategic Master Plan.
3. Assessed the progress of each planning document.
4. Discussed how to illustrate the planning process and the integration of the College master planning documents with the Strategic Master Plan.
5. Conducted an overall evaluation of the entire planning process and how to improve the process to fully integrate all planning activities.

In addition, a College Council task force was created to continue to review and assess the integration and alignment of the master planning documents with the Strategic Master Plan.

The Los Angeles Community College District Strategic Master Plan (I.B-11) has the following five main goals:

1. Access
2. Success
3. Excellence
4. Accountability
5. Collaboration and Resources

The goals above are aligned with the goals of the College’s Strategic, Technology, Educational, Facilities, Strategic Enrollment Management and Student Support Services Master Plans.

**SELF EVALUATION**

To improve its effectiveness in support of its mission, Los Angeles Mission College has established a number of planning documents (Strategic Master Plan, Educational Master Plan, Technology Master Plan, Strategic Enrollment Management Plan, and Facilities Master Plan). Shared governance committees annually review their respective plans and objectives and their alignment with the Strategic Master Plan is reviewed at the College Council Retreat. At this annual retreat the Strategic Master Plan goals and objectives are
also reviewed and updated. The institution sets goals, measures these goals, and engages in college wide discussion of the extent to which these goals have been met. College constituencies are involved in the development of the goals and objectives and work collaboratively to achieve them.

The discussion about integrated planning, as well as the 2011 Faculty and Staff Survey data, revealed the need to more effectively communicate the planning processes to the College community. The Fall 2011 Faculty and Staff Survey indicates that a majority of respondents are aware of LAMC’s planning processes (67%); Program Reviews are integrated into overall institutional evaluation and planning (64%); and instructional planning results in ongoing, self-reflective improvement (67%). However, a smaller percentage of classified staff (50%) and faculty (57%) agree or strongly agree that they have an equitable role in governing, planning, budgeting, and policy-making. Furthermore, only 49% of respondents agreed or strongly agreed that they had a voice in the College’s planning processes. Additionally, the Spring 2012 Student Survey indicates that less than half of all students agreed that they know how to provide input on College decisions (44%) or know how to bring forth an idea to college leadership to improve a practice, program, or service at the College (48%). As can be seen from these results, improvement needs to be made in dissemination of information about college planning, how decisions are made, and how resources are allocated.

ACTIONABLE IMPROVEMENT PLAN

The College will clarify the linkage between District and College planning and provide faculty, staff, and students a clear understanding of those linkages and how they impact LAMC’s planning processes that support student learning and institutional improvement. This information will be disseminated by the President’s Office by fall 2013 through a new monthly newsletter, town hall meetings, Web site information, and e-mail communications.

I.B.3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation. Evaluation is based on analyses of both quantitative and qualitative data.

The College has a thorough and systematic planning process. Planning is done on an annual basis as well as a long-term basis, and the importance of integrated planning is stressed continuously. The shared governance committees, which include the Educational Planning Committee, Budget and Planning Committee, Facilities Planning Committee, Student Support Services Committee, Professional and Staff Development Committee, and Technology Committee, engage in ongoing short- and long-term, planning. All shared governance committees report to College Council and their constituent groups including the Academic Senate, ASO, and bargaining units.
The College Council is composed of the co-chairs of the shared governance committees and the President, Vice Presidents, Deans, and members from various constituencies (I.B-12). Planning goals, progress reports, and action recommendations are submitted to the College Council. The Council evaluates recommendations made by the shared governance committees and votes on action items. Any shared governance committee can bring forward action items for discussion and approval. Approved actions are then forwarded to the President for final consideration.

Integrated planning occurs throughout the year with the College Council as the hub of the activity. The evaluation of the planning processes of the College is conducted at the annual College Council Retreat at which the Council reviews its progress, establishes new goals for the year, and assesses the progress of the Strategic Master Plan and other planning documents generated by the shared governance committees that report to the College Council. This integrated planning process is depicted below in Chart 3.

**CHART 3: LAMC INTEGRATED PLANNING PROCESSES**

Another way that the College assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness is through Program Review which involves ongoing evaluation of programs based on analyses of both quantitative and qualitative data.
The primary purposes of Program Review are the following:

1. Assure the quality of instructional and non-instructional programs and services, promote student success, improve institutional effectiveness, and ensure alignment with college missions and goals
2. Integrate and strengthen planning, decision making, and resource allocation
3. Encourage program development and improvement
4. Improve the use of college resources.
5. Comply with accreditation requirements

Program Review Structure

Program Review at Los Angeles Mission College is conducted on Academic and Instructional Programs, Student and Learning Support Services, and Administrative Services areas (I.B-13).

Program Review Cycle:

Comprehensive Program Review is conducted every three years with annual updates every fall. The Program Review cycle is shown in Table 4.

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Cycle</th>
<th>Program Review Cycle and Activities</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phase 1:</strong></td>
<td></td>
<td></td>
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<tr>
<td>Continued from</td>
<td></td>
<td>Conduct Academic Program Review, Curriculum Review, Student Learning Outcomes review</td>
<td>Institutional Effectiveness Office, Curriculum Committee, and SLO Coordinator provide data to disciplines to use in Program Review</td>
</tr>
<tr>
<td>prior years</td>
<td>Year 1</td>
<td>Develop Unit Plan (objectives, action plans, and resource requests to address prompts/issues identified in Program Review)</td>
<td>Submit resource requests to correspond with annual budget cycle</td>
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<tr>
<td>2007-08</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2008-09</td>
<td>Year 2</td>
<td>Conduct Student Services Program Review, Administrative Services Program Review, and Service Area Outcomes reviews</td>
<td>Submit resource requests to correspond with annual budget cycle</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Conduct Academic Program Review, Curriculum Review, Student Learning Outcomes review (first third of programs)</td>
<td>Prepare progress report or evaluation of plan objectives</td>
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<tr>
<td></td>
<td></td>
<td>Conduct Student Services Program Review (first third of programs), Administrative Services Program</td>
<td></td>
</tr>
<tr>
<td><strong>Phase 2:</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>New, ongoing</td>
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<td></td>
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</tr>
<tr>
<td>cycle</td>
<td>Year 1</td>
<td></td>
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<tr>
<td>2009-10</td>
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TABLE 4
LAMC PROGRAM REVIEW CYCLE

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Cycle</th>
<th>Program Review Cycle and Activities</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Review (first third of programs), and Service Area Outcomes review</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Update Unit Plan (based on updated effectiveness data)</td>
<td></td>
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<tr>
<td>2010-11</td>
<td>Year 2</td>
<td>Conduct Academic Program Review, Curriculum Review, Student Learning Outcomes review (second third of programs)</td>
<td>Submit resource requests to correspond with annual budget cycle</td>
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<tr>
<td></td>
<td></td>
<td>Conduct Student Services Program Review (second third of programs), Administrative Services Program Review (second third of programs), and Service Area Outcomes review</td>
<td>Prepare progress report or evaluation of plan objectives</td>
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<tr>
<td></td>
<td></td>
<td>Update Unit Plan (based on updated effectiveness data)</td>
<td></td>
</tr>
<tr>
<td>2011-12</td>
<td>Year 3</td>
<td>Conduct Academic Program Review, Curriculum review, Student Learning Outcomes review (final third of programs)</td>
<td>Submit resource requests to correspond with annual budget cycle</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Conduct Student Services Program Review, (final third of programs), Administrative Services Program Review (final third of programs), and Service Area Outcomes review</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Prepare Unit Plan Evaluation Summary and incorporate into Accreditation Self Evaluation Report in preparation for Accreditation Site Visit</td>
<td></td>
</tr>
<tr>
<td>2012-13</td>
<td>Year 1</td>
<td>Accreditation Site Visit</td>
<td>Submit resource requests to correspond with annual budget cycle</td>
</tr>
<tr>
<td></td>
<td>Site Visit</td>
<td>Conduct Effectiveness Review, Curriculum Review, Student Learning Outcomes review</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Develop Unit Plan (objectives, action plans, and resource requests) to address prompts/issues identified in effectiveness review</td>
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</table>

Program Review is the vehicle for all instructional, student services, and administrative units
to evaluate their effectiveness, create plans for improvement, and request resource allocations that support the goals of the College based on review of quantitative and qualitative data. Quantitative data is provided by ongoing institutional research that compiles information on student enrollment, success, retention and persistence. In addition, qualitative data for Program Review is derived through college surveys and student focus groups. Comprehensive Program Reviews are validated by the Educational Planning Committee for instructional programs (I.B-14), and by the Student Support Services Committee and Administrative Services staff for their respective areas (I.B-15). Resource allocation requests are then tabulated and sent to the division Vice Presidents for review. The Vice Presidents prioritize the requests and send them to the Budget and Planning Committee and Facilities Committee (if appropriate) for review and recommendation to the College Council. The College Council receives the recommendations of the Budget and Planning Committee and Facilities Committee, and if approved, forwards them to the President for consideration. The planning process is inclusive and involves faculty, staff, students, and administration.

Institutional data is available to the public through the LAMC Institutional Effectiveness Web site. Additional institutional data and support is provided by the LACCD Office of Institutional Effectiveness (http://research.laccd.edu/student-characteristics/index.htm). Available data includes student retention and completion, enrollment trends, institutional accountability, student characteristics, and service area population demographics. This data also is used to develop the College’s Annual Institutional Effectiveness Report (I.B-16).

One way the College generates both quantitative and qualitative data is by conducting student and faculty/staff surveys on an ongoing basis (Table 5). The District Office of Institutional Effectiveness supports the College in this endeavor by administering comprehensive student surveys approximately every three years. These district wide surveys include a wide range of questions pertaining to student characteristics and student satisfaction with programs and services at the colleges. The level of participation in the district wide surveys has been very high. For example the Spring 2012 Student Survey was taken by 3,219 students at LAMC (about one-third of all LAMC students) and by 30,212 students throughout the nine LACCD Colleges (IB-28).

LAMC’s Office of Institutional Effectiveness also administers campus wide surveys to students and faculty/staff on a regular basis. These surveys have included questions about Institutional Learning Outcomes, proposed changes to the College Mission Statement, and campus programs and services. The responses to these surveys are used for many different purposes. The Mission Statement Surveys were instrumental in the approval process of a revised Mission Statement in 2010 and 2012. The results are also used for assessing student learning, the quality of the College’s programs and services, and LAMC’s progress toward achieving its goals. This information is also used in Program Review for planning purposes and to request the allocation of resources. Table 5 lists all district wide and campus wide surveys administered at Los Angeles Mission College since the last accreditation visit in 2007. All survey instruments and summaries of the responses can be viewed at http://www.lamission.edu/irp/surveys.aspx.
In addition, the Carl D. Perkins Career and Technical Education (CTE) Act of 2006 supports the continuous improvement of CTE programs at the College. The Act also established accountability measures for Career Technical Education programs based on six core indicators: Technical Skill Attainment, Completions (Credential, Certificate, Degree or Transfer Ready), Persistence and Transfer, Employment, Nontraditional Participation, and Nontraditional Completions. Performance data for each of the core indicators is listed on the State Chancellor’s Web site by program Top Code (I.B-17). Each of the core indicators provides total program data as well as data on special populations enrolled in a program delineated by gender, non-traditional, economically disadvantaged, limited English proficiency, single parent, and students with disabilities.

The Dean of Workforce Development at the Los Angeles Community College District negotiates performance targets annually with the State Chancellor’s Workforce and Economic Development Division. Districts are required to meet 90 percent of each of the projected targets. If targets are not met, districts are directed to develop a program improvement plan to meet the performance targets. Information on core indicators, as well annual performance data, is discussed with faculty at the monthly CTE meetings. The annual application process for requesting Perkins funding incorporates an analysis of
core indicator performance as part of a program’s proposed improvement plan. In turn, these requests for CTE funding are integrated into the annual Program Review.

In spring 2012 the College contracted with the Centers of Excellence to inform the College about the local economic landscape. The goal is to provide the College with relevant information to prepare students for high-demand professions and provide employers with the workforce they need. The analysis identified industry clusters and top occupations in LAMC’s service area and Los Angeles County. High-wage, high-demand occupations were identified along with the number of jobs, employment forecasts, salary information, and educational requirements. Labor market data relevant to each program was studied to provide a comparison of the number of jobs available and the number of students completing the corresponding programs. A provided database of employers located in LAMC’s service area can be searched by industry and city. In fall 2012 the CTE Committee met to discuss the findings of the study to help guide their future planning. The Educational Master Plan goal that CTE planning focused on was to “improve students’ success in earning certificates and degrees, continuing their education, seeking employment and attaining personal goals.”

Newer data driven initiatives such as the Basic Skills Initiative (I.B-18), District Student Success Initiative (I.B-19), and Achieving the Dream (I.B-19) are additional mechanisms for the assessment and improvement of programs and student learning.

Achieving the Dream (AtD), a new initiative from the Chancellor’s Office and adopted by the nine LACCD colleges, is designed to increase student success by developing strategies based on systematic data and analyses. This is in line with the data-driven District wide Student Success Initiative that seeks to significantly improve student success and completion. The paradigm is based on a five-year effort that includes both quantitative and qualitative research. Quantitative elements include persistence, retention, and course completion, in addition to graduation, degree, and certificate attainment. The qualitative portion includes a series of focus groups of faculty and students to identify obstacles to student success in and out of the classroom and in the College as a whole. The quantitative and qualitative data provides a basis for the development of specific initiatives to overcome barriers to student success.

The effectiveness of these interventions is evaluated using measurable outcomes. These evaluations are used as a basis to improve and refine the interventions to meet the desired outcomes. For example, by developing the implementation strategies for AtD, the College reviewed quantitative data on student success (course passage rates), retention, and persistence in mathematics, English, and English as a Second Language (I.B-21). This data, coupled with the qualitative data that was derived from student and faculty focus groups, provided the information necessary to identify implementation strategies to increase student success, retention and persistence (I.B.22). Based on this data, the Mathematics Department developed a Summer Bridge Program and a cohort-accelerated developmental mathematics model that will assist students to complete elementary and intermediate algebra in one semester instead of one year. A similar approach was used for English—a college-level English course (English 101) was coupled with the course one level below (English 28).
Personal development instruction and counseling services were provided to increase student success.

SELF EVALUATION

Los Angeles Mission College has a thorough and systematic integrated planning process. Institutional planning is done on an annual basis as well as on a long-term basis. The importance of integrated planning is stressed continuously to ensure the appropriate use of College resources to support student learning.

The College has made significant progress in establishing functional shared governance committees and in developing effective online Program Review and Student Learning Outcome systems. The College shared governance committees meet regularly and report their findings and recommendations to the College Council at its monthly meetings. The College annually assesses progress toward achieving its Strategic Master Plan goals and makes decisions through the shared governance committees, College Council, and the administration to improve institutional effectiveness. Thus planning is continuous, systematic, and integral in the day-to-day activities of the College.

Quantitative and qualitative data is derived from an ongoing institutional research activity that looks at student success, retention, and persistence. Quantitative data is captured for Program Review and faculty evaluations on an ongoing basis by the Institutional Effectiveness Office. This data also is used by the College when it develops its Annual Institutional Effectiveness Report for the Board of Trustees. Quantitative and qualitative data is derived through college wide and district wide surveys. The large number of student and faculty/staff surveys administered since 2007 has provided a wealth of information for assessment and planning purposes. Qualitative data is also derived through student and faculty/staff focus groups. Finally, AtD, Basic Skills, CTE, and Student Success Initiatives provide additional quantitative and qualitative data that is used for the Institutional Effectiveness Report and for Program Review by the respective instructional, student services, and administrative services units.

Loss of administrative staff has occasionally strained the College’s ability to provide quantitative and qualitative data in a timely manner. The Dean of Institutional Research and Planning (currently referred to as the Dean of Institutional Effectiveness) transferred to the District Office in November 2010. During his absence, the Information Systems Manager served in this capacity through March 2012, but the position has been officially vacant since then. The College initiated the hiring process for a permanent Dean of Institutional Effectiveness in fall 2012.

ACTIONABLE IMPROVEMENT PLAN

No recommendations at this time.

I.B.4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.
The College planning process includes shared governance committee discussions with representation from all constituencies including faculty, staff, administrators, and students. All constituent groups have many avenues to voice their opinions and concerns about institutional improvement:

- The Academic Senate, Associated Students Organization (ASO), the American Federation of Teachers (AFT) and other bargaining units appoint representatives to LAMC’s shared governance committees. These representatives report back to their constituencies. Agendas and minutes of all shared governance committee meetings are posted on the College Web site and e-mailed to all committee members (I.B-23).

- Regular Town Hall meetings provide opportunities for further dialogue and discussion.

- At the annual Flex Day (I.B-24), before the start of the fall semester, opportunities for participation in college planning are presented and faculty are informed and encouraged to become involved. All full-time faculty are required to attend the annual Flex Day; adjunct faculty are encouraged to attend and are given flex credit.

- The President’s Citizen’s Oversight Committee participates in discussion and college planning related to construction and bond issues.

- Other avenues of communication are the LAMC Weekly Newsletter, presidential communiqués, and videos such as Monte’s Mission Minutes (part of the President’s Corner on the LAMC Web page) (I.B-25). The District also e-mails monthly updates from the Chancellor showcasing such things as best practices, staffing changes, budget, and bond updates.

The Program Review process is the initial step in requesting the allocation of additional resources. For example, if a department wants to hire a full-time faculty member or obtain funds for instructional equipment, it must include these requests in its most current Program Review submission. The requests made in Program Review are then forwarded to the appropriate shared governance committees and administrators as described earlier. In order to support the improvement of institutional effectiveness, all requests for additional resources must align with one or more of the College’s main strategic goals.

Another illustration of the College’s broad-based, inclusive planning process is the Facilities Planning Committee Task Force prioritization of bond projects in 2011-2012. After extensive discussion, the task force presented a prioritized project list to College Council. Once approved by the Council, the list was then submitted to the President who forwarded it to the Chancellor for consideration. A separate task force with representatives from appropriate constituencies also was established in spring 2012 to assist with budget reduction strategies (see Standard III-D).

Finally, the Shared Governance Task Force and shared governance committees evaluate their effectiveness at the end of each academic year (I.B-26). These evaluations are shared with the College Council and are discussed at the annual College Council Retreat.
As a result, the College Council makes recommendations to improve the College’s integrated planning and budgeting processes.

**SELF EVALUATION**

As discussed in Standard I.B.3, the College has fully implemented a participatory planning process that is broad based, offers opportunities for input from the College community, and allocates resources to improve institutional effectiveness. A majority of respondents in the 2011 Faculty and Staff Survey (refer to Table 1) either agreed or strongly agreed that departmental planning and Program Review are linked to resource allocations (56%). While all constituent groups are encouraged to participate in the planning process through representation on shared governance committees, effective student participation has been challenging during a period of budget reductions. According to the Spring 2012 Student Survey, half of all respondents (50%) disagreed or strongly disagreed that they knew how to provide input on College decisions. Additionally, a majority of students (over 53%) disagreed or strongly disagreed that they knew how to bring forth an idea to college leadership to improve a practice, program, or service at the College. As discussed earlier and in Standard IV.A.3, these are areas the College is working on to improve.

The College has strengthened the linkage between planning and resource allocation through the continuous improvement and modification of its online Program Review and SLO systems. The annual evaluations of LAMC’s shared governance committees have further led to improvements in institutional effectiveness by providing a venue for college wide discussion of issues and concerns.

**ACTIONABLE IMPROVEMENT PLANS**

See recommendations in Standard IV.A.3.

**I.B.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.**

The College performs systematic assessments of its institutional effectiveness and collects a wide range of quantitative and qualitative data (I.B-27). The Office of Institutional Effectiveness collects and provides data which is then sent to relevant committees, departments, administrators, or faculty that have an interest in particular kinds of data. This data is used to help create policy, to support planning, and to make decisions on various aspects of the College (for example, student recruitment). Data and assessment information is also communicated to the campus and the public through a variety of means such as committee meetings, Council of Instruction meetings, Academic Senate meetings, and the College Web site. The Annual and Comprehensive Program Reviews are one way that assessment data is used for planning, developing budgets, communicating program status, and ensuring quality.

Data is collected regarding student performance, rates of completion and persistence,
retention, demographic information, and financial data. The College posts its annual IPEDS (Integrated Postsecondary Education System) and ARCC (Accountability Reporting for Community Colleges) reports on the Institutional Effectiveness Web site at http://www.lamission.edu/irp/default.aspx. In addition, information concerning student satisfaction, staff and faculty satisfaction with workplace and campus climate, and constituent group participation in campus decision-making processes is also gathered through surveys conducted on a regular basis (Table 5).

Assessment of Student Learning Outcomes has been ongoing since spring 2007. Initially, assessment results were documented using hard-copy assessment reports each semester. However, since 2010, assessment results have been collected and posted using a home-grown online SLO management system which has provided an easily accessible repository for SLOs and assessments and has helped faculty implement changes to improve student learning. This system enables faculty and administrators to collect and access available longitudinal data on course development and student performance. Program Learning Outcomes also are assessed by using the online SLO management system. All course and program outcomes are linked to Institutional Learning Outcomes (ILOs). Additionally, in fall 2012 the online Student Learning Outcomes assessment system was integrated with the online Program Review system to facilitate monitoring the progress of SLO assessments and to integrate resource requests with Program Review.

Student Learning Outcomes are part of all Course Outlines of Record (CORs) curriculum updates and support the Institutional Learning Outcomes. They become part of the Electronic Curriculum Development database (ECD) and are available to faculty, students, and the general public. The Curriculum Committee and SLO Coordinators assess whether the SLOs are aligned with the course description and course objectives and reflect minimum competencies that the students should have as a result of taking the course. The SLO Coordinators and Curriculum Committee members review the planned assessments for each SLO and the methods and criteria by which they will be assessed. Feedback is given to the originators of the COR in advance of the Curriculum meeting at which the COR will be discussed, thus enabling improvements to be made before final presentation to the Curriculum Committee.

All course SLOs are mapped to Program Learning Outcomes in addition to Institutional Learning Outcomes. Programs are assessed for currency, teaching and learning strategies, and Student Learning Outcomes through the department and discipline annual and comprehensive Program Reviews every three years. The comprehensive reviews are presented both orally and in written form to the Educational Planning Committee (EPC) and discussed by the committee. Each area’s Program Review contains a Student Learning Outcomes component and undergoes an external validation as part of the comprehensive report. Outcomes are linked to resource allocation and institutional planning through the Program Review and budget and planning processes.

Assessment of SLOs is an important component of LAMC’s online SLO system and involves a wide variety of research activities that are supported by the LAMC Institutional Effectiveness Office which helps provide quantitative data about completion, persistence
rates, success rates, certificate and degree completions. Both qualitative and quantitative
data are used for assessments, formative and summative. All learning outcomes (SLOs,
PLOs, and ILOs) and Service Area Outcomes are assessed at least once every three years.

As a result of their assessments, faculty analyze data from their classes, engage in dialogue,
modify their curriculum and instructional methods, identify gaps, and use assessment results
to modify their delivery methods and pedagogy. As a result, faculty are putting more
emphasis on areas where students do not score as well so that instruction will be more
effective. More faculty also are using the learning support services provided by the College
including tutors, online course materials, workshops, the Learning Resource Center, the
Writing Center, and the Math Center to improve student learning. SLO Coordinators meet
with faculty and departments to review outcomes, assessments, and what has been learned
from them. In addition, since fall 2011, each department submits a written report at the end
of the semester summarizing which courses were assessed that semester, what was learned
from the assessments, improvements that were made, and resource allocation requests as a
result of the assessments. The continuous improvement in quality as a result of assessments
also is documented in the online SLO and Program Review systems.

A student perception survey of how students thought they were doing on achieving the
Institutional Learning Outcomes (ILOs) was administered in fall 2011 with 512 students
responding. The results were discussed at the Student Learning Outcome Assessment
Retreat in February 2012 (I.B-29) (See Standard II.A). These assessment discussions
formed the foundation for the development of additional ILO assessments the following fall
semester. During the fall 2012 Flex Day, faculty divided into groups to discuss campus
wide, cross-discipline assessment of LAMC’s seven Institutional Learning Outcomes.
Faculty groups with representative members of disciplines that assess a particular ILO met
to discuss the ILO, designed an assessment and developed a rubric to measure student
achievement of the ILO, and conducted the assessment during the fall 2012 semester. The
ILO teams are in the process of discussing the results and preparing a report of their findings
which will be presented to the Educational Planning Committee during the spring 2013
semester (I.B-30).

A portion of each year’s fall Flex Day meeting is devoted to discussing program, degree,
and certificate learning outcomes and their assessment. Dialogue is continued in discipline
and department meetings, in discussions with academic deans, at Curriculum Committee
meetings, at workshops, and in the Educational Planning Committee, Council of Instruction,
College Council, and Academic Senate meetings. Assessment of programs for currency and
achievement of Student Learning Outcomes also are discussed at a wide range of other
forums including the College Career Technical Education (CTE) Committee, advisory
committees, department meetings, conferences, district discipline meetings, and the District
Student Learning Outcomes Advisory Committee (SLOAC). This demonstrates the
College’s commitment to dialogue about outcomes and quality improvement at all levels.

In 2008 the members of the departments and programs under Student Services developed
Service Area Outcomes (SAOs), identified the Institutional Outcomes they support, defined
how they would be assessed, and evaluated the assessments under the auspices of the
Student Services Division. In 2010 the Administrative Units also developed Service Area Outcomes which were further refined in 2011 and assessment plans were formulated. The recent Student Service Division SAOs and assessments are posted on the Student Services Web page. Service Area Outcomes, in addition, have become an important part of the online Program Review process and are part of the foundation for the Student Service Division and Administrative Unit funding requests and resource allocation process. Data from the Faculty and Staff Survey conducted in October 2011 was helpful in obtaining the necessary information to further assess these areas (I.B-31). Both the Student Services and the Administrative areas actively assess their SAOs and use the information obtained as a result to improve their services.

All Program Review objectives are linked to the Strategic Master Plan which is the College’s overarching planning document and are supported by the recently updated Educational Master Plan. Conversations about the results of assessments and planned improvements take place at department, unit, and college wide assessment meetings to ensure continuous quality improvement.

Evaluation of administrators, faculty, and staff is another form of assessment carried out on a regular basis. The results of these evaluations are used by supervisors and by faculty evaluation committees to improve the level of management, teaching, and service.

Los Angeles Mission College uses a variety of ways to communicate matters of quality assurance to appropriate constituencies including, but not limited to, the following:

- The State Chancellor’s Web site Data Mart contains statistics about student success and retention rates, enrollment, student support services, demographics, FTES, and student program awards.
- The LAMC Web site includes a broad range of information on all the academic disciplines and student service programs the College offers, institutional effectiveness reports, campus committees, key master planning documents, and resources available to students, faculty, and staff, as well as news and events.
- The Business Warehouse system provides financial data about five key areas: finance, human resources, instruction, procurement, work patterns and schedules that allow managers, administrators, and department chairs to plan their budgets.
- The Digital Equipment Corporation (DEC) system details information on student enrollment incorporating individual student data, class data, financial aid, and academic data.
- The Student Information System (SIS) is a common platform for student data that is being developed to replace the current Legacy Student Information System known as the “DEC.” The Los Angeles Community College District has embarked on a project to select and deploy a modern SIS to deliver student services that support
teaching and learning. This new system will help LAMC meet the needs of its students and prepare for future information needs.

- The Systems, Applications, and Products (SAP) Program offers current reports on human resources, asset management, accounts payable, financials, funds management, and procurement.

- Building Information Modeling (BIM) has been utilized for creating 3-D architectural, mechanical, and electrical plans since 2006.

- Web Focus Self-Service Reporting is a resource for Student Services program managers to obtain statistical data about their programs.

SELF EVALUATION

Academic programs utilize the online Program Review and Student Learning Outcome systems to assess program quality and student learning. Program Review is conducted once a year in the fall. SLO assessment results are submitted every semester; each course SLO is assessed at least once every three years. The LAMC community has generally embraced the Program Review and SLO assessment processes after several years of educating faculty and administrators about the benefits and value of assessment for student learning. All course syllabi must contain the course Student Learning Outcomes established by the department.

As of fall 2012, over 98 percent of all active courses (those offered in the last two years), have identified and assessed at least one SLO and posted the results of the assessment on the online SLO system. Student awareness of the SLO assessment process is also very high. In the Spring 2012 Student Survey to which 3,219 LAMC students responded, 93 percent of the respondents either agreed or strongly agreed with the following statement: “Student learning outcomes for my classes are presented or listed on course syllabi.”

SLO assessment summaries are communicated to a variety of constituencies including the Council of Instruction (Chairs’ Council), Educational Planning Committee, Academic Senate, College Council, and the College President.

In addition, Student Services has developed a Web page for reporting assessment of Service Area Outcomes (SAOs). Both Student Services and Administrative Services units utilize the online Program Review system to communicate data and information about their SAOs and the effectiveness of their services. These Program Review reports are reviewed by area deans and directors and also by validation teams.

The College conducts regular surveys of students, staff, and faculty to monitor its progress in a variety of areas. Faculty and staff surveys were conducted in fall of 2009 and fall of 2011. In addition to the extensive student survey conducted in spring 2012 to which about one-third of LAMC students responded, student surveys were conducted in 2010, 2011 and 2012. These surveys provide useful data about the campus climate, Student Learning Outcomes, and the quality of programs and services that allow the College to assess and
communicate quality assurance to its constituencies. All survey results are posted on the Institutional Effectiveness Web site and available to the public.

Employee evaluations also are used to assess and ensure institutional effectiveness. In the Fall 2011 Faculty Staff Survey, a large percentage of respondents (81 percent) either agreed or strongly agreed that their job performance is evaluated regularly and effectively.

In conclusion, the College conducts systematic assessments in order to evaluate the quality of its programs and services on a regular basis. The documented assessment results are communicated to appropriate constituencies to ensure quality. This information is disseminated through shared governance committee meetings, the College Council, the Academic Senate, advisory committee meetings, Town Hall meetings, the Office of Institutional Effectiveness Web site, and the College Web site.

**ACTIONABLE IMPROVEMENT PLAN**

No recommendations at this time.

**I.B.6. The institution assures the effectiveness of its ongoing planning and resources allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.**

**I.B.7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.**

**DESCRIPTIVE SUMMARY**

Program Review is the mechanism of self-assessment that is the basis of college planning and is guided by and influences college wide strategic and educational goals. All campus units undergo this self-assessment process to ensure they are aligned with the College’s mission and goals as stated in the Strategic Master Plan and the Educational Master Plan and to ensure that departments have realistic plans for program improvement which are linked to assessment results and resource allocation. Program Review consists of the following components:

- **Unit Planning:** Units develop and update their plans to further improve their effectiveness and advance the College’s mission and goals.

- **Effectiveness Review:** Units conduct self-assessment by examining data measures of effectiveness related to college goals; for example, enrollment, course completion, degree/certificate awards, fiscal responsibility measures, average class size, and use of technology.
STANDARD I: Institutional Mission and Effectiveness

- **Curriculum Review (for Academic units only):** Academic units review the status of curricular offerings.

- **Student Learning Outcomes (for Academic units only):** Review of academic departments’ activities in relation to developing, assessing, and implementing Student Learning Outcomes.

- **Service Area Outcomes (SAOs) (for Student Service and Administrative units only):** Review of Student Service and other Administrative activities in relation to developing, assessing, and implementing Service Area Outcomes.

- **Resource Allocation:** All areas list requests for resources such as equipment, personnel, and supplies. As of 2012, resource requests made as part of the online SLO system are automatically linked to the Resource Request section of Program Review.

Departments are required to conduct a comprehensive Program Review every three years with annual updates. Program Reviews for all areas are typically due the first week of November. The Educational Planning Committee (EPC) initiates the Program Review process for the academic units, the Student Support Services Committee initiates the process for the Student Services areas, and the Vice President for Administrative Services is responsible for initiating the process of Program Reviews for administrative areas. In addition to facilitating Program Review, these committees also validate the information returned by the units. With input from the shared governance committees, resource requests are prioritized and submitted through the appropriate resource allocation approval path (see Chart 2). Approved requests are then incorporated into the College’s annual operational plan.

To assist with systematic prioritization of Program Review budget requests and evaluation of expenditures, in fall 2010 a scoring hierarchy (I.B-32) was developed and presented to the Budget and Planning Committee. Further, a discussion of college needs resulted in the creation of a pyramid (I.B-33) of progressive needs to help evaluate whether resource requests are aligned with College priorities. The levels in the pyramid are used by the Budget and Planning Committee to determine which requests to fund for any given year. This process is reviewed annually to make it more user-friendly and is modified as needed.

Each fall department chairs and managers update their Program Review which forms the basis for resource allocation decisions. Once the annual updates are submitted, the resource requests are compiled and forwarded to the division Deans and Vice Presidents for review and prioritization. The Vice President then forwards the list of prioritized resource requests to the Budget and Planning Committee for consideration and ranking based on the College priorities. Budget and Planning recommendations are then forwarded to College Council for approval. The College Council makes recommendations to the College President who makes the final decisions.
The Faculty Hiring Prioritization Process also has been modified recently in order to link it to the online Program Review system. The Faculty Hiring Prioritization Committee verifies that any request for a full-time faculty position is part of the unit’s online Program Review submission before considering it for approval. This further ensures the integration of academic planning and the allocation of resources.

**SELF EVALUATION**

The College assures the effectiveness of its planning and resource allocation processes by systematically reviewing and modifying them as needed. When the online Program Review template (I.B-34) was introduced in 2009, over 40 college administrators, department chairs, and program managers attended a series of workshops. The workshops focused on how the new system simplified and automated the funding requests for salaries, regular positions, and operating expenses. A section to update department goals and objectives was also integrated into the template. In 2010 the process was modified to disaggregate the budget by department based on suggestions from department chairs discussed at Council of Instruction meetings. In 2012 resource requests made as part of the online SLO system also were integrated into the online Program Review system. These modifications were implemented to make the planning process more robust and user-friendly. Since its inception in 2009, the online Program Review system has been very effective with 100 percent participation from all units.

Since its last accreditation visit in 2007, Los Angeles Mission College has adopted an effective self-assessment process which is linked to overall college planning and resource allocation. Academic disciplines, Student Support Services units, and Administrative units complete reviews on a yearly basis and comprehensive reviews every three years. As the College strives to continually improve the effectiveness of its planning processes, the process of Program Review and resource allocation is systematically reviewed and modified as needed.

The resource allocation process also has undergone modifications to increase its effectiveness. A Budget and Planning task force was formed to develop the priority criteria to be used by the committee for the allocation of funds. The Budget and Planning Committee guides the College through the continual process of budget and strategic planning that includes the development of procedures, policies, guidelines, and evaluation criteria for establishing the allocation and/or reduction of expenditures and budgets (I.B-35).

The College supports the Program Review and budget allocation process through the publication of institutional data and survey results. The District also administers comprehensive student surveys every other year. Any member of the public can access institutional data and research through the Institutional Effectiveness Web site (I.B.36) which is linked to the LAMC Faculty Staff Resources Web page. Data is also gathered through other means such as focus groups for student success initiatives (e.g., Achieving the Dream), to improve instructional programs, student support services, library, and other learning support services.
STANDARD I: Institutional Mission and Effectiveness

The Program Review process has resulted in improvements in instructional, student support, and administrative units. At the fall 2012 College Council Retreat, participants discussed the need to further integrate the systematic planning processes and all parts of the cycle. As a result of these discussions, it became apparent that the Program Review validation and oversight processes were not standardized across all College divisions (Academic, Student Services, and Administrative Services). Based on these findings, in spring 2012 the College Council recommended the formation of a Program Review Oversight Committee to standardize the coordination, validation, and reporting of the Program Review process (I.B-37).

Finally, in addition to the Program Review process for all college units, all shared governance committees evaluate their effectiveness annually. These evaluations have resulted in numerous modifications, which are described in the Responses to the 2007 Recommendations, the Shared Governance Task Force annual reports and Standard IV.A.

ACTIONABLE IMPROVEMENT PLAN

By spring 2014 College Council will utilize the newly established Program Review Oversight Committee to ensure standardization and evaluate the effectiveness of the Program Review process across all campus divisions.
STANDARD I.A – EVIDENCE

Evidence documents can be found at: http://www.lamission.edu/2013accreditation/IA.aspx

I.A-1 Los Angeles Mission College (LAMC) 2012-2013 Catalog (page 9)
I.A-2 Los Angeles Community College District (LACCD) Board of Trustees October 17, 2012 Meeting Minutes (page 5)
I.A-3 Spring 2010 Mission Statement Survey results
I.A-4 Spring 2012 Mission Statement Survey results
I.A-5 Los Angeles Community College District Mission Statements and Principles
I.A-6 LAMC Educational Master Plan 2010 - 2015
I.A-7 LAMC Strategic Master Plan
I.A-8 LAMC Program Viability Policy
STANDARD I: Institutional Mission and Effectiveness

STANDARD I.B – EVIDENCE

Evidence documents can be found at: http://www.lamission.edu/2013accreditation/IB.aspx

I.B-1 Los Angeles Mission College (LAMC) Academic Senate Meeting Minutes
March 2011

I.B-2 Self and External Evaluation of LAMC Shared Governance Committees

I.B-3 LAMC Assessment Retreat February 2, 2012

I.B-4 Institutional Outcome Learning Survey Results – Fall 2011

I.B-5 Accountability Report for Community College (ARCC)

I.B-6 Faculty Academy for New Faculty
Professional and Staff Development Meeting Minutes October 7, 2010

I.B-7 Refer to I.B-4

I.B-8 LAMC Technology Master Plan 2010-2015

I.B-9 Technology Committee’s Annual Evaluation

I.B-10 October 2012 College Council Retreat

I.B-11 Los Angeles Community College District Strategic Master Plan

I.B-12 College Council Membership

I.B-13 Program Review Structure

I.B-14 Instructional Comprehensive Program Reviews

I.B-15 Student Service Comprehensive Program Reviews

I.B-16 Los Angeles Mission College’s Annual Institutional Effectiveness Report

I.B-17 State Chancellor’s Web site – Top Code

I.B-18 Basic Skills Initiative

I.B-19 District Student Success Initiative

I.B-20 District Achieving the Dream Initiative
INTRODUCTION

Los Angeles Mission College is currently located on 33 acres in the community of Sylmar, close to the city of San Fernando in the Northeast San Fernando Valley. The College was established in 1975 and for its first 16 years offered classes in scattered storefronts and leased facilities throughout the city of San Fernando and surrounding communities including Granada Hills, Lake View Terrace, Pacoima, Sepulveda, Sylmar, Sun Valley, Sunland, Tujunga, and Mission Hills. The College also served students from neighboring communities such as North Hollywood, Panorama City, Van Nuys, and Burbank. Northeast San Fernando communities have many hardships with low educational attainment, low income, high unemployment and under employment, and a majority of students who are first-generation college students.

In 1991 the new permanent campus was completed on a 22-acre site in Sylmar and the College experienced a surge in enrollments and a resulting higher visibility in the community. In 2007 the College acquired 11 additional acres, which expanded its footprint to its existing size. From humble storefront beginnings in 1975 to today's modern campus, the College has opened the doors to higher education for generations of students. From the beginning, the College has sought to unleash the potential of the community through innovative programs encouraging academic and personal growth.

The College provides lower-division general education, associate degree programs, Career Technical Education, certificates, transfer education, basic skills and developmental education, noncredit instruction, counseling, and community services and education. Over the past 37 years, the College has offered numerous workforce development programs, empowered immigrants through language and citizenship programs, enabled thousands to transition through the continuum of education linking high school, college, and the workforce, and graduated many of today's community leaders in business and civic affairs.

During its 37-year existence, over 234,000 students have chosen to pursue their education at the College. More and more students with ever-changing needs pursue knowledge and personal growth through the College's many responsive educational programs. Los Angeles Mission College strives to stimulate the intellectual, social, and economic development of individual students and the community through new and challenging programs; utilizes the latest technology to enable student access to skills and knowledge they need for success; encourages young people to pursue their potential with classes taught in area high schools; supports growth programs with numerous community events and business seminars; promotes lifelong learning through classes offered in community locations; and advocates social and economic development in the community through dynamic partnerships with local businesses and civic organizations.

In 2001, 2003, and again in 2008, voters approved three separate bond measures—Proposition A, Proposition AA, and Measure J—designed to help the nine Los Angeles Community College District campuses expand and improve aging facilities. Los Angeles Mission College adheres to its Facilities Master Plan to address the needs of a growing student population. Since the last Accreditation Self Study in 2007, the College has completed the construction of the Center for Child Development Studies; the Health, Fitness, and Athletics Complex; the Culinary Arts Institute and Eagles’ Landing Student Store; and the Center for Math and Science. In addition, construction of the Media Arts Center is approximately 30 percent complete.